DOCUMENT RESUME

ED 314 448 TM 014 263

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TITLE Validation of the Mississippi History and Mississippi State and Local Government Curricula.
PUB DATE Nov 89
NOTE 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Accrediting Agencies; College Faculty; Course Content; *Curriculum Evaluation; *History Instruction; *Local Government; *Program Validation; Public Schools; Questionnaires; Secondary Education; Secondary School Curriculum; Secondary School Teachers; *Social Studies; State Government; *State History
IDENTIFIERS *Mississippi; Validation Verification and Testing Techniques

ABSTRACT

The process by which the Mississippi History and Mississippi State and Local Government curricula were validated in the 1988-89 school year is described. The validation effort was part of a state program of review of the entire curriculum. The first validation panel consisted of 10 university professors, who reached consensus on the 35 objectives for the history curriculum and 77 objectives for the state and local government curriculum. A second part of the validation was review by a panel of eight practicing secondary school teachers, who examined the recommendations and changes of the first panel and established the content and format of a questionnaire for the final stage of validation--a review by all regularly certified Mississippi secondary teachers with endorsement in social studies. The questionnaire sent to 980 Mississippi teachers elicited responses from 228 teachers of the government course and 236 teachers of the history course. To become a core skill, an objective had to be rated "desirable" by a minimum of 40% of the respondents. The final government curriculum contained 70 objectives, of which 23 were identified core skills, and the final history curriculum contained 39 objectives, with 9 core skills. The teachers expressed their concerns and interests about the implementation of both curricula. The recommendations and results of this validation will be submitted to the State School Accreditation Committee in fall 1989. Six tables present the study data, and six appendices supplement the text and include a list of the objectives. (SLD)

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VALIDATION OF THE MISSISSIPPI HISTORY AND MISSISSIPPI STATE AND LOCAL GOVERNMENT CURRICULA

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Paper presented at the Mid-South
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Little Rock, Arkansas
November 1989

TM014263

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INTRODUCTION

The passage of the Education Reform Act of 1982 in Mississippi mandated clearly defined educational outcomes and compliance by each of the Mississippi public school districts. As a direct result, school districts began a diligent search for help in meeting the new compliance standards set by the State Department of Education and its Accreditation Commission. Program of Research and Evaluation for Public Schools, Inc. (PREPS) is an educational consortium located on the campus of Mississippi State University. PREPS' mission is to utilize resources to direct the development of performance prototypes that address both equity and excellence in the implementation of the Education Reform Act and performance based accreditation (PREPS Position Paper, 1988). Four research goals were adopted as a result of the mission statement:

1. Research school programs that provide excellence with equity, simultaneously.
2. Establish outcome measures keyed to the needs of learners and teachers and that are indicators of school success.
3. Evaluate school programs that impact quality indicators.
4. Validate a PREPS/Mississippi Curriculum Structure.

This research project had as its long term goal the validation of the Mississippi State Curriculum Structure (published by the Mississippi State Department of Education [MSDE], 1988) or the fourth goal as adopted by the PREPS Board of Directors. The consortium is composed of 26 Mississippi public school districts [Appendix A]. Five school districts from this consortium helped to formulate this research project [Appendix B]. This committee met in September 1988 and agreed on a short term objective for the 1988-89 school year. The validation of the entire Mississippi State Curriculum Structure (MSDE, 1988) will span a five year period. However, the short term objective, the validation of the Mississippi History and Mississippi State and Local Government curricula, was achieved during the 1988-89 school year.

The Mississippi State Curriculum Structure (MSDE, 1988) was designed to standardize the curriculum content by identifying the skills for each specific course. Each section of the structure was complied by a committee of individuals representing the university, junior college, and public school sectors. However, the writing of the structure was not necessarily based on research oriented information. The PREPS Consortium elected to conduct research to ensure the validation of the structure.

LITERATURE REVIEW

One of the major goals in the teaching of history and political science should be to aid students in making decisions as intelligent and responsible citizens of the society in which they live (Downey, 1986). Yet, rigorous controls often limit teacher from accomplishing this general goal. The nature of the curriculum itself limits the depth of the material when compared to the breadth of the material one is expected to cover. Additionally, there have been little to no "formal encounters" with history or social science in the primary grades. History instruction usually begins at grade four or five and vastly spans over centuries at a time (Downey, 1986). Rosenzweig and Weinland (1986 termed this survey type approach a "mad dash to the present" (p. 272). American schools need to examine their goals in social studies to ensure that the process is being addressed as well as the content.

Carroll et al., (1987) agreed with the consensus that there is too much emphasis in history on factual information. Rosenzweig and Weinland (1986) remarked that while the curricula in the social sciences have been weak in the past, the time is right to focus energies into changing the goals of past curricula. Current educational research pointed to the fact that American schools must focus on computer literacy and the ability to process and apply skills. Downey (1986) stated that the social science curriculum does provide one of the best settings for skills development. The subject matter lends itself to the basic skills (reading, writing, data gathering, etc.); specific skills (spatial relationships, analysis, conceptual generalizing, etc.); and critical thinking skills.

Hanna (1934); American Historical Association's Commission on the Social Studies (1934); National Council of Social Studies (1984); Hartoonian and Laughlin (1986); and Ravitch (1987) proposed a social studies scope and sequence model which begins with the familiar, immediate environment and moves to the more abstract at the high school level. Furthermore, Ravitch (1987) explained that the folklores, legends, and adventure stories must not be completely omitted from the curriculum; history does provide an excellent opportunity for creativity, imagination, and cultural literacy.

Downey (1986) offered a curriculum in which students learn about various cultural patterns in grades one through three before making a transition in grade four to early history. Early U.S. and World History are then taught at grade eight. The secondary school curriculum would allow students an understanding of the 20th Century and its developments as well as civic education. Educators realize that while content is important, the methodology used by the teacher should have equal attention. Therefore, educators should place emphasis on the relative importance of history and political science. There should be a strong emphasis on local history in order to promote history as a "life-long leisure activity" (Rosenzweig and Weinland, 1986, p. 270).

QUESTIONS TO BE ANSWERED

In keeping with the related literature and the objective of this research project, the committee chose the following research questions to be answered:

1. Is the scope correct for the Mississippi History and Mississippi State and Local Government curricula?

2. Is the sequence correct for the Mississippi History and Mississippi State and Local Government curricula?

3. Do teachers rate the individual objectives equally well across a five-item rating scale?

LIMITATIONS

The first validation panel was limited by the availability of the University Professors chosen for this task.

The second panel was limited to only those teachers who have taught either Mississippi History and/or Mississippi State and Local Government and currently teach in one of the five committee member school districts.

The third process involved a teacher questionnaire. In order to be a part of the population, one had to possess a regular teaching certificate with an endorsement in secondary social studies dated prior to August 1988. The entire sample was composed of "volunteers." Based on Borg and Gall's (1979) description of volunteers, the results must be interpreted with this limitation in mind.

The study was limited to the validation of the 1988 Mississippi State Curriculum Structure, 10th edition, which is published by the MSDE.

ASSUMPTIONS OF THE CHI SQUARE SIGNIFICANCE TEST

1. Nominal or frequency data

2. Independence among observations

3. Normally distributed population

DEFINITION OF TERMS

Mississippi Curriculum Structure -- the courses and objectives and/or skills lists as adopted by the MSDE.

Core Objectives -- the specific learning objectives identified through the Mississippi Curriculum Structure plus any additional learning objectives which have been established as essential by the local school board.

METHODS AND PROCEDURES

In order to establish the validity of the Mississippi History and Mississippi State and Local Government curricula, a three tier validation process was utilized. The tiers were composed of individuals from the following categories:

1. authors and professors
2. practicing secondary social studies teachers
3. all regularly certified Mississippi secondary teachers with a regular teaching certificate having an endorsement in social studies.

The first validation panel consisted of university professors. Their task was to review the Mississippi History and Mississippi State and Local Government curricula for content and clarity. Each university in Mississippi was contacted and asked for participation in this study. After participation was granted, each of the Department Heads and/or Deans of the various universities was asked to select one or two members of their staff to serve on the committee.

Professors from each of the universities were contacted. The panel met on January 17, 1989. The panel consisted of ten university members [Appendix C]. Data was obtained from the panel members to assess the validity of the review panel [Table 1].

Oral instructions were given at the meeting to assure that a consensus could be reached. Tthe panelist examined each objective and rated each one accordingly.

After each professor rated the objectives, each objective was discussed until a consensus was achieved. Secondly, for each objective deemed vague, clarification was achieved. Lastly, the sequencing of the objectives was examined.

Originally, the Mississippi History curriculum was composed of 29 objectives with only two of these labelled as core objectives. The Mississippi State and Local Government curriculum originally numbered 71 objectives with 13 of those being core objectives. However, the university panel produced a revised set which contained 35 objectives for Mississippi History and 77 objectives for Mississippi State and Local Government. These new sets of objectives were then properly sequenced.

The results of this first panel was reviewed by a second panel composed of practicing secondary social studies teachers. Secondary social studies teachers were selected by the committee members from each of the five school districts to serve on this review board [Appendix D]. This panel met in late February to examine the recommendations and changes as proposed by the first validation panel and establish the content and format of the questionnaire.

Data was obtained from the panel members which assessed the validity of this panel [Table 2]. This panel examined the scope of the objectives in relation to students in the Mississippi Public Schools and revised the wording of the existing objectives.

The panel agreed that demographic information for each of the respondents

to the questionnaires would not be needed for the purpose of this study. In addition, the panel elected to use the objective lists as a basis for the questionnaire. It was decided that each teacher of Mississippi History and Mississippi State and Local Government would be mailed a questionnaire. The questionnaire was designed to analyze each objective on an individual basis.

Finally, the questionnaire was utilized as the third part of this validation process. This questionnaire was mailed on April 3, 1989, to all regularly certified Mississippi secondary social studies teachers.

SAMPLE

The population consisted of the 980 Mississippi secondary social studies teachers possessing a regular teaching certificate with a social studies endorsement. This population was secured from the computerized listing of teaching assignments from the MSDE. The population was further broken down by teaching assignment. The MSDE categorized the 980 teachers into 491 Mississippi State and Local Government teachers and 389 Mississippi History teachers. Responses were obtained from 228 Mississippi State and Local Government teachers and 236 Mississippi History teachers.

INSTRUMENT

The instrument used was in the form of a teacher questionnaire. The sample responded on computerized scan sheets. All sheets were scored by the SENTRY 3000, and the results were

stored on the IBM-PC using the program SCAN TOOLS. For each objective, the teacher was required to answer using a five-level response:

CODING
A = skill should be deleted (1)
B = unimportant skill (2)
C = vague skill or needs revision (3)
D = important skill (4)
E = skill should be CORE (5)
( ) indicates the numerical value assigned to each

Appendix E contains the Mississippi State and Local Government objectives for the questionnaire. Appendix F contains the Mississippi History objectives for the questionnaire.

ANALYSIS AND COMPUTATION OF DATA

The data were analyzed using SPSS-X. The data was nominal in nature and fit the assumptions of the Chi-Square Goodness of Fit statistic. Each objective for both curricula served as the unit to be analyzed.

RESULTS

MISSISSIPPI STATE AND LOCAL GOVERNMENT

Frequencies, percentages, and Chi-Squares for each Mississippi State and Local Government objective were calculated [Table 3]. The rate of return for the Mississippi State and Local Government questionnaires was 46.4%.

The null hypothesis that there is no significant difference between the five item responses for each objective was tested using a Chi-Square statistic. An alpha level of 0.05 was utilized. For each of the 70 objectives tested, all null hypotheses were rejected ($p < 0.05$). The responses on a per item basis were not equal across the five item rating scals. It appears that the groups come from a homogeneous population which does not rate the items equally across all levels.

To become a core skill, the objective must have received a minimum forty percent of respondents marking level five. The original structure contained 71 objectives with 21 of those being core skills. The final product for Mississippi State and Local Government [Appendix E] contains 70 objectives with 23 of these being core skills.

From a practical point of view, it should be noted that if an objective was marked by the panel as being vague or unimportant, the objective was reworded and/or refined for the sake of clarity and purpose. Before the questionnaire was mailed, the objectives originally receiving low marks were revised at least twice by the panels.

Some of the objectives were noted by the teachers as being vague in terms of how each could be measured. For example, how can one objectively measure responsibilities of citizens (OBJ #66) or civil rights of Mississippians (OBJ #65). A major concern teachers voiced was the lack of resource materials available for instructional purposes. Teachers further insisted that an alternate text should be listed on the state adoption textbook list. Many teachers voiced complaints about the currently used textbook. They stated that the topics were too abbreviated and did not address all of the objectives contained in the curriculum structure.

MISSISSIPPI HISTORY

Frequencies, percentages, and Chi-Squares for each Mississippi History objective were calculated [Table 4]. The rate of return for the Mississippi History questionnaires was 48.3%.

The null hypothesis that there is no significant difference between the five item responses for each objective was tested using a Chi-Square statistic for each objective. An alpha level of 0.05 was utilized. For each of the 39 objectives tested, the null hypotheses were rejected ($p < 0.05$). The responses on a per item basis were not equal across the five item rating scale. It appears the groups come from a homogeneous population which does not rate the items equally across all levels.

To become a core skill, the objective must have received a minimum forty percent of respondents marking level five. The original structure contained 29

objectives with only two of those being core skills. The final product for Mississippi History [Appendix F] contains 39 objectives with nine being core skills.

The panels reworded many of the Mississippi History objectives. They found there were major sequencing problems with the original structure. The structure contained gaps which eliminated major historical points. Therefore, objectives were added, and the existing objectives reworded in measurable terms.

Major concerns of the teachers included (1) when Mississippi History is taught, (2) time limitations of one semester, and (3) inadequate supplementary materials. Teachers commented that Mississippi History is taught before the student has been exposed to U.S. History, so the student has a limited background of historical perspective. Furthermore, they argued that one semester is not an adequate time frame in which to cover the scope of Mississippi History.

The recommendations and results of this validation will be submitted to the State School Accreditation Committee for review in early fall 1989. The State School Accreditation Committee then will forward the recommendations to the State Board of Education for final action.

APPENDIX A

PREPS DISTRICTS

Alcorn School District
Mr. Tony V. Parker, Superintendent

Bay St. Louis/Waveland School District
Dr. Roger Oge', Superintendent

Choctaw County Schools
Mr. Ty Cobb, Superintendent

Columbia Municipal Separate School District
Dr. Milton Walker, Superintendent

Columbus Municipal Separate School District
Mr. Thomas L. Cooley, Superintendent

DeSoto School District
Mr. Albert Broadway, Superintendent

Greenville Municipal Separate School District
Dr. Nolan Vickers, Superintendent

Greenwood Municipal Separate School District
Dr. Lester Beason, Superintendent

Hattiesburg Municipal Separate School District
Dr. Gordon Walker, Superintendent

Hinds County School District
Mr. Roger McDaniel, Superintendent

Holly Springs Separate School District
Dr. Fenton Peters, Superintendent

Jackson Municipal Separate School District
Dr. Robert Fortenberry, Superintendent

Jones County Consolidated School District
Mr. Jay Mason, Superintendent

Lauderdale County School District
Mr. Randy Hodges, Superintendent

Leflore County School District
Mr. Glenn E. Norwood, Superintendent

Louisville Municipal Separate School District
Dr. Fred Perkins, Superintendent

McComb Municipal Separate School District
Mr. Leslie Daniels, Superintendent

APPENDIX A

PREPS DISTRICTS (Continued)

Meridian Public School District
Dr. Larry Drawdy, Superintendent

Moss Point Municipal Separate School District
Dr. C. H. Cronin, Superintendent

Natchez-Adams County Public School District
Dr. Melvin Buckley, Superintendent

Pascagoula Municipal Separate School District
Dr. H. K. Seay, Superintendent

Starkville Separate School District
Dr. Charles Thompson, Superintendent

Tupelo Municipal Separate School District
Dr. Richard Thompson, Superintendent

Vicksburg-Warren School District
Dr. Edward Gilley, Superintendent

Wilkerson County School District
Mr. Charles Johnson, Superintendent

Yazoo City Schools
Dr. Leslie Johnson, Superintendent

APPENDIX B

DISTRICT CURRICULUM REPRESENTATIVES

Dr. Dannye Long
Columbia Municipal Separate School District
Columbia, MS

Mr. Sammy Felton
Greenville Municipal Separate School District
Greenville, MS

Ms. Bobbie Sherrod
Lauderdale County School District
Meridian, MS

Dr. Phil Monier
McComb Municipal Separate School District
McComb, MS

Mr. Don Marion
Natchez-Adams County School District
Natchez, MS

APPENDIX C

UNIVERSITY PANEL

Mr. Dana Brammer
Department of Political Science
University of Mississippi

Dr. Sammy Cranford
History Department
Delta State University

Dr. Bernard Cotton
Department of Political Science
Alcorn State University

Dr. Belvyn Foster
History Department
Jackson State University

Mr. Watson Jackson
Department of Social Science
Mississippi Valley State University

Dr. David Sansing
History Department
University of Mississippi
Co-Author of currently used Mississippi History textbook

Dr. Ray Skates
History Department
University of Southern Mississippi
Co-Author of currently used Mississippi History textbook

Dr. Diane Wall
Political Science Department
Mississippi State University

Dr. David H. Wicks
Department of Social Science
Mississippi Valley State University

Dr. Kenneth Williams
History Department
Alcorn State University

APPENDIX D

DISTRICT TEACHER PANEL

COLUMBIA
Mr. Michael Forbes

LAUDERDALE
Mrs. Jeannie Cornwell
Mrs. Dawn McCormick

McCOMB
Mr. James Everett
Ms.Helen Washington

NATCHEZ-ADAMS
Mr. Giles Morris
Mr. David Sansing, Jr.
Ms. Jeanne Slover

APPENDIX E

MISSISSIPPI STATE AND LOCAL GOVERNMENT

RATIONALE: Develop a state citizenry which has a better understanding of the organization and function of Mississippi State and Local Government.

MISSISSIPPI CONSTITUTIONS

* 1. Define "constitution"

* 2. Identify the date of adoption of the current Mississippi Constitution

3. Describe the major features of the Mississippi Constitution

LEGISLATIVE BRANCH

* 4. Define legislative, bicameral, census, separation of powers, system of checks and balances, bill, and veto

* 5. List the two houses of the Mississippi Legislature

6. State the number of members in the Mississippi House of Representatives

7. List the qualifications for the members of the House of Representatives

* 8. Identify the titles of the principal officers of the Mississippi House of Representatives (i.e., Speaker and Speaker Pro Tem)

9. Identify the duties of members of the House of Representatives

* 10. State the length of term of a member of the Mississippi House of Representatives and Mississippi Senate

11. Explain the apportionment and court ordered reapportionment of representatives in the districts

12. Identify the year for state elections

13. Understand the purpose of committees

14. Describe how a bill becomes a law in Mississippi

15. List the qualifications of senators

* 16. Identify the principal officers of the Mississippi Senate (i.e., Lt. Governor and President Pro Tem)

17. State the number of senators

18. Explain the apportionment and court ordered reapportionment of senators in the districts

19. Explain the duties of senators

20. State the time and length of the session of the Mississippi Legislature

21. List several major sources of state revenue

22. List the major expenditures for state government

EXECUTIVE BRANCH

* 23. Define executive

* 24. List the elected executive positions in state government

25. Explain the method for selecting state-wide officials

26. List the qualifications for governor

* 27. List the duties and powers of the governor

* 28. List the duties and powers of the lieutenant governor

29. List the major functions, as assigned by law, of the attorney general, secretary of state, state auditor of public accounts, commissioner of agriculture and commerce, highway commissioners, public service commissioners, and superintendent of public schools

30. Explain how executive officials may be removed from office

JUDICIAL BRANCH

31. Define judicial, original jurisdiction, appellate jurisdiction

* 32. Define petit jury and grand jury

* 33. Define civil law case and criminal law case, and state an example of each

34. Identify the Mississippi Supreme Court Justices

* 35. List the names of state courts

36. Describe the jurisdiction of the justice court, municipal courts, county courts, chancery courts, circuit courts, and the Mississippi Supreme Court

37. State how the qualifications for justice court judges differ from other Mississippi judges except for some municipal judges

ELECTION PROCESS

* 38. List the qualifications for voting

* 39. Identify the place to register to vote

* 40. Define precinct and poll

41. Explain the primary election system

42. Explain the general election system

43. State the time of primary elections in relation to the general elections

COUNTY GOVERNMENT

* 44. State the number of counties in Mississippi

45. Label the counties on a map

46. Identify the source from which the power and structure of county government is derived

47. List several sources of revenue for county government

48. List several major expenditures for county government

49. Define ad valorem, mill, and assessment

* 50. State the number of supervisor districts in the county

51. Explain the duties and powers of the board of supervisors

52. Explain the method of selecting county officials and state the length of term

53. Explain the major duties of the sheriff, chancery clerk, tax assessor and collector, coroner, constable, and county attorney

MUNICIPAL GOVERNMENT

54. Define municipal and ordinance

* 55. List the 3 municipal forms of government (i.e., mayor council-both strong and weak, council manager, and commission)

56. Explain the 3 municipal forms of government

57. Identify the source of power for municipal government

58. List the major sources of revenue for municipalities

59. List the major expenditures for municipalities

MISSISSIPPI POLITICS

* 60. Define political party

* 61. Identify the two major political parties

62. Contrast the distribution of power between the 3 branches of state government

63. Explain the role of political action groups, lobbyists, or special interest groups in state government

CITIZENSHIP RIGHTS AND RESPONSIBILITIES

* 64. Define citizen

65. Describe the civil liberties and civil rights of Mississippians such as personal freedoms, security, the right to hold private property, the right to obtain an education, and the right to hold a job

66. List several responsibilities of citizens such as voting, obeying the laws, serving on juries, paying taxes, testifying in court, staying informed, and offering oneself for public office

EDUCATIONAL DISTRICTS

67. List the kinds of educational districts in Mississippi (i.e., county and municipal)

68. List the major sources of revenue for educational districts

69. List the major expenditures for educational districts

70. Describe the function of superintendents, and state how they are selected

* Core skill

APPENDIX F

MISSISSIPPI HISTORY

RATIONALE: Develop state and national patriotism through a better understanding of the people, resources, customs, traditions, and contributions of Mississippi to the growth of the nation.

GEOGRAPHY

* 1. List, describe, and locate all twelve geographical regions in Mississippi

* 2. List and locate Mississippi's major rivers on a map: Yazoo River, Tombigbee River, Pearl River, Pascagoula River, and Mississippi River

* 3. Locate Mississippi on a U.S. map, and label our neighboring states

* 4. Name Mississippi's capital, major cities, and population centers

COLONIAL PERIOD

* 5. List the 3 major Indian tribes: Natchez, Choctaw, and Chickasaw

6. Describe the cultures of the 3 major Indian tribes which lived in Mississippi (i.e., Natchez, Choctaw, and Chickasaw)

7. Name the contributions of each in the settlement of the state: France, Spain, and England

MISSISSIPPI TERRITORY AND EARLY STATEHOOD

8. Describe the culture of antebellum Mississippi from 1800 to 1860

9. Outline the impact of transportation in the early development of the territory as a scate

* 10. Identify the date of statehood as being December 10, 1817 and the first Governor of Mississippi

11. Identify the state's early political leaders.

12. Discuss the government of Mississippi under the Constitutions of 1817 and 1832

13. Describe the removal of Mississippi Indians, and give the significance of the Indian removal

14. Describe the role of Mississippi in the Mexican War

15. Discuss the role of slavery inclusive of the 3 types of slaves and the 3 types of cotton producers in relation to the cotton economy

CIVIL WAR

16. Recognize the underlying causes and immediate events which led to secession

* 17. Identify the Civil War battles which occurred in Mississippi (i.e., Vicksburg, Corinth, and Champion Hill)

18. Identify Mississippians who played important roles in the Civil War

RECONSTRUCTION

* 19. Define Reconstruction, the Black Code, carpetbaggers, and scalawags

20. Describe the government under the Constitution of 1868 and the Republican Government during Reconstruction

21. Recognize the economic, social, and political impact of the Civil War and Reconstruction

FROM RECONSTRUCTION TO WORLD WAR I

22. Identify the reason(s) for the 1890 Constitution

23. Explain the system of sharecropping in Mississippi agriculture from 1875-1917

24. Explain the impact of railroads on Mississippi life and work during the period from 1875 to 1917

25. Describe the lumber boom in the Piney Woods during the period from 1880-1917

26. Identify major political leaders of the early 20th Century and their impact

27. List the educational gains during the early 20th Century

WORLD WAR I - WORLD WAR II

28. Identify major Mississippi political leaders during the period from World WAr I to World War II

29. Discuss the impact the Great Depression of the 1930s had on Mississippi

WORLD WAR II - PRESENT

30. Identify changes in agriculture during this period

31. Discuss the civil rights movement in Mississippi

* 32. Identify the following personalities and events associated with the civil rights movement in Mississippi
(a) Meredith (c) Fanny Hamer
(b) Edgars (d) Long Hot Summer

33. Discuss the migration of people to Northern urban areas as a result of job displacement

CULTURAL DEVELOPMENT

34. Identify the contributions of Mississippi authors (e.g., Faulkner, Welty, Wright, Williams)

35. Identify the contributions of Mississippi artists (e.g., L. Price, W. G. Still, M. Hull, W. Anderson, E. W. Mohamed)

36. Explain the role of women in the economic and social development of Mississippi

37. Recognize major changes in public education in Mississippi

38. Identify areas of significant industrial development

39. Identify the growth of the major population centers

* Core Skill

Table 1

University Panel Demographics

GENDER		
	Males	Females
frequency	8	2
percentage	80%	20%
ETHNICITY		
	White	Black
frequency	5	5
percentage	50%	50%
DEGREE		
	M.S.	Ph.D
frequency	2	8
percentage	20%	80%
AREA OF EXPERTISE		
	history	government
frequency	5	5
percentage	50%	50%

Teaching experience for this panel is in excess of 200 years.

Table 2

Teacher Panel Demographics

GENDER		
	Male	Female
frequency	4	4
percentage	50%	50%
ETHNICITY		
	White	Black
frequency	7	1
percentage	87.5%	12.5%
DEGREE		
	B.S.	M.S.
frequency	3	5
percentage	37.5%	62.5%
SUBJECT		
	History	Government
frequency	4	4
percentage	50%	50%

Teaching experience for this panel is in excess of 108 years.

Table 3

Frequencies, Percentages, and Chi Squares of Mississippi State and Local Government Objectives

Objective		C	I	V	U	D	Missing Cases	Chi Squares
Constitutions								
#1	*	75.4	19.7	3.1	0.4	1.3	0	466.474
	**	(172)	(45)	(7)	(1)	(3)		
#2		68.4	23.7	2.6	3.9	1.3	0	372.395
		(156)	(54)	(6)	(9)	(3)		
Legislative								
#3		17.5	49.1	22.8	3.5	6.1	0.9	152.496
		(40)	(112)	(52)	(8)	(14)	(2)	
#4		74.1	22.4	2.2	0	0.9	4	460.026
		(169)	(51)	(5)		(2)	(1)	
#5		79.8	16.7	0.9	1.3	0.9	0.4	534.784
		(182)	(38)	(2)	(3)	(2)	(1)	
#6		21.1	69.3	3.5	3.5	1.3	1.3	384.000
		(48)	(158)	(8)	(8)	(3)	(3)	
#7		29.4	63.6	3.9	1.3	1.3	0.4	337.163
		(67)	(145)	(9)	(3)	(3)	(1)	
#8		57.9	35.5	5.3	0.0	0.9	0.4	304.564
		(132)	(81)	(12)		(2)	(1)	
#9		13.2	63.2	17.1	3.5	2.2	0.8	288.292
		(30)	(144)	(39)	(8)	(5)	(2)	
#10		64.9	31.1	1.8	0.9	0.4	0.9	370.593
		(148)	(71)	(4)	(2)	(1)	(2)	
#11		7.9	35.1	40.4	9.6	6.1	0.9	125.062
		(18)	(80)	(92)	(22)	(14)	(2)	
#12		22.4	54.4	10.1	10.5	2.2	0.4	193.859
		(51)	(124)	(23)	(24)	(5)	(1)	
#13		7.0	64.0	23.7	3.1	1.3	0.9	317.053
		(16)	(146)	(54)	(7)	(3)	(2)	

Objective	C	I	V	U	D	Missing Cases	Chi Squares
#14	30.3 (69)	61.8 (141)	5.3 (12)	1.3 (3)	0.9 (2)	0.4 (1)	319.233
#15	33.8 (77)	59.2 (135)	3.5 (8)	1.8 (4)	1.8 (4)	0	303.798
#16	66.7 (152)	28.1 (64)	3.5 (8)	0.9 (2)	0.9 (2)	0	370.070
#17	18.9 (43)	70.2 (160)	5.7 (13)	2.6 (6)	2.2 (5)	0.4 (1)	382.670
#18	6.6 (15)	35.5 (81)	40.4 (92)	9.6 (22)	7.0 (16)	0.9 (2)	127.761
#19	16.2 (37)	59.6 (136)	17.1 (39)	4.4 (10)	2.6 (6)	0	243.974
#20	24.1 (55)	64.9 (148)	4.4 (10)	3.9 (9)	2.2 (5)	0.4 (1)	326.634
#21	16.7 (38)	64.9 (148)	12.7 (29)	3.9 (9)	1.3 (3)	0.4 (1)	307.780
#22	17.1 (39)	63.2 (144)	13.6 (31)	3.5 (8)	1.8 (4)	0.9 (2)	289.442
#23	66.2 (151)	23.7 (54)	6.1 (14)	1.8 (4)	0.9 (2)	1.3 (3)	351.289
#24	68.9 (157)	21.9 (50)	6.1 (14)	0.9 (2)	1.8 (4)	0.4 (1)	375.753
#25	13.2 (30)	59.2 (135)	21.1 (48)	3.9 (9)	2.2 (5)	0.4 (1)	247.339
#26	41.7 (95)	53.9 (123)	2.6 (6)	0.9 (2)	0.9 (2)	0	302.658
#27	68.0 (155)	27.6 (63)	2.2 (5)	0.0	0.9 (2)	1.3 (3)	397.733
#28	59.2 (135)	32.9 (75)	4.8 (11)	0.9 (2)	0.9 (2)	1.3 (3)	307.876
#29	16.2 (37)	67.5 (154)	11.8 (27)	1.3 (3)	2.2 (5)	0.9 (2)	345.858
#30	15.8 (36)	67.5 (154)	11.8 (27)	2.6 (6)	0.9 (2)	1.3 (3)	347.911

Objective	C	I	V	U	D	Missing Cases	Chi Squares
Judicial							
#31	29.8 (68)	59.2 (135)	7.5 (17)	2.2 (5)	0.9 (2)	0.4 (1)	283.286
#32	72.4 (165)	25.0 (57)	1.3 (3)	0.4 (1)	0.4 (2)	0	440.569
#33	72.8 (166)	23.7 (54)	2.2 (5)	0.0	0.9 (2)	0.4 (1)	444.838
#34	5.7 (13)	45.6 (104)	19.3 (44)	17.5 (40)	10.5 (24)	1.3 (3)	110.489
#35	63.6 (145)	27.6 (63)	4.8 (11)	1.3 (3)	2.6 (6)	0	323.754
#36	19.3 (44)	60.5 (138)	14.5 (33)	3.1 (7)	2.2 (5)	0.4 (1)	260.731
#37	7.0 (16)	47.4 (108)	25.9 (54)	11.8 (27)	7.0 (16)	0.9 (2)	136.522
Election							
#38	91.2 (208)	6.6 (15)	0.9 (2)	0.0	0.9 (2)	0.4 (1)	731.084
#39	83.3 (190)	11.0 (25)	1.8 (4)	0.9 (2)	2.6 (6)	0.4 (1)	583.154
#40	71.5 (163)	22.4 (51)	1.8 (4)	0.9 (2)	2.2 (5)	1.3 (3)	424.222
#41	17.5 (40)	64.9 (148)	12.3 (28)	1.8 (4)	1.8 (4)	1.8 (4)	318.857
#42	18.4 (42)	65.4 (149)	11.4 (26)	1.3 (3)	1.8 (4)	1.8 (4)	326.580
#43	16.2 (37)	55.3 (126)	16.2 (37)	5.7 (13)	4.8 (11)	1.8 (4)	197.964
County Government							
#44	77.2 (176)	15.4 (35)	1.3 (3)	1.8 (4)	2.6 (6)	1.8 (4)	496.134

Objective	C	I	V	U	D	Missing Cases	Chi Squares
#45	12.3 (28)	48.2 (110)	12.3 (28)	12.7 (29)	11.8 (27)	2.6 (6)	121.198
#46	12.3 (28)	50.4 (115)	26.8 (61)	5.7 (13)	3.1 (7)	1.8 (4)	176.625
#47	13.6 (31)	67.1 (153)	10.1 (23)	5.3 (12)	2.2 (5)	1.8 (4)	335.554
#48	12.3 (28)	68.4 (156)	9.2 (21)	6.1 (14)	2.2 (5)	1.8 (4)	351.491
#49	23.2 (53)	59.2 (135)	6.6 (15)	4.8 (11)	4.4 (10)	1.8 (4)	255.464
#50	70.6 (161)	22.8 (52)	2.2 (5)	0.0	2.6 (6)	1.8 (4)	416.313
#51	32.0 (73)	53.5 (122)	7.9 (18)	2.2 (5)	2.2 (5)	2.2 (5)	238.592
#52	15.8 (36)	66.2 (151)	9.2 (21)	3.1 (7)	2.2 (5)	3.5 (8)	339.364
#53	24.1 (55)	64.0 (146)	6.6 (15)	1.8 (4)	0.9 (2)	2.6 (6)	331.739
Municipal Government							
#54	18.4 (42)	65.4 (149)	6.6 (15)	3.9 (9)	2.2 (5)	3.5 (8)	332.182
#55	59.6 (136)	26.8 (61)	4.8 (11)	2.6 (6)	3.9 (9)	2.2 (5)	280.475
#56	14.9 (34)	61.8 (141)	11.0 (25)	5.3 (12)	4.8 (11)	2.2 (5)	268.637
#57	7.5 (17)	61.8 (141)	14.9 (34)	7.0 (16)	5.3 (12)	3.5 (8)	273.773
#58	12.3 (28)	68.9 (157)	4.8 (11)	6.6 (15)	5.3 (12)	2.2 (5)	358.233
#59	12.7 (29)	67.1 (153)	6.6 (15)	7.5 (17)	4.4 (10)	1.8 (4)	331.000

Objective	C	I	V	U	D	Missing Cases	Chi Squares
MS Politics							
#60	77.6 (177)	15.4 (35)	2.6 (6)	0.9 (2)	1.3 (3)	2.2 (5)	508.009
#61	78.5 (179)	15.4 (35)	1.3 (3)	1.3 (3)	1.8 (4)	1.8 (4)	519.304
#62	23.2 (53)	55.7 (127)	13.6 (31)	2.2 (5)	3.1 (7)	2.2 (5)	224.825
#63	4.8 (11)	61.4 (140)	15.4 (35)	10.5 (24)	4.8 (11)	3.1 (7)	268.661
Citizenship							
#64	80.7 (184)	14.0 (32)	1.8 (4)	0.0	1.8 (4)	1.8 (4)	555.286
#65	17.1 (39)	54.4 (154)	20.2 (46)	3.1 (7)	3.1 (7)	2.2 (5)	205.498
#66	34.2 (78)	57.5 (131)	3.5 (8)	1.3 (3)	1.8 (4)	1.8 (4)	296.848
Educational Districts							
#67	6.6 (15)	61.0 (139)	14.0 (32)	10.1 (23)	6.1 (14)	2.2 (5)	254.466
#68	11.8 (27)	61.0 (139)	11.0 (25)	8.8 (20)	5.3 (12)	2.2 (5)	252.762
#69	9.2 (21)	60.1 (137)	11.8 (27)	10.1 (23)	6.6 (15)	2.2 (5)	240.969
#70	10.1 (23)	64.0 (146)	7.5 (17)	8.8 (20)	6.6 (15)	3.1 (7)	293.910

N = 228

* Denotes percentage of total responses per item
** Denotes frequencies of total responses per item

$p < .000$ for each item

Table 6

Frequencies, Percentages, and Chi Squares of Mississippi History Objectives

Objective	C	I	V	U	D	Missing Cases	Chi Squares
Geography							
#1	* 45.8 ** (108)	30.5 (72)	7.6 (18)	8.5 (20)	7.6 (10)	0	143.153
#2	65.3 (154)	31.8 (75)	2.5 (6)	0	0.4 (1)	0	386.415
#3	84.7 (200)	13.1 (31)	1.3 (3)	0	0.8 (2)	0	632.000
#4	73.3 (173)	18.6 (44)	7.6 (18)	0	0.4 (1)	0	445.992
Colonial							
#5	71.2 (168)	25.8 (61)	2.1 (5)	0.4 (1)	0.4 (1)	0	441.373
#6	14.4 (34)	71.6 (169)	9.7 (23)	2.1 (5)	2.1 (5)	0	405.864
#7	15.3 (36)	53.0 (125)	25.0 (59)	2.5 (6)	3.8 (4)	0.4 (1)	201.574
Territory							
#8	9.7 (23)	54.7 (129)	30.1 (71)	2.5 (6)	3.0 (7)	0	236.373
#9	6.4 (15)	49.2 (116)	30.1 (71)	6.8 (16)	6.4 (15)	1.3 (3)	179.082
#10	76.3 (180)	19.5 (46)	2.5 (6)	0.8 (2)	0.4 (1)	0.4 (1)	500.225
#11	8.9 (21)	51.7 (122)	32.2 (76)	3.0 (7)	3.4 (8)	0.8 (2)	219.291
#12	6.4 (15)	50.4 (115)	34.3 (81)	4.7 (11)	3.8 (9)	0.4 (1)	214.979

Objective	C	I	V	U	D	Missing Cases	Chi Squares
#13	9.7 (23)	60.6 (143)	20.3 (48)	7.6 (18)	1.7 (4)	0	264.466
#14	3.0 (7)	46.6 (110)	24.6 (58)	18.2 (43)	7.2 (7)	0.4 (1)	140.553
#15	26.3 (62)	55.1 (130)	16.1 (38)	1.7 (4)	0.4 (1)	0.4 (1)	237.447
Civil War							
#16	36.4 (86)	50.8 (120)	11.4 (27)	0.4 (1)	0.4 (1)	0.4 (1)	244.298
#17	61.9 (146)	30.9 (73)	6.4 (15)	0.4 (1)	0.4 (1)	0	333.322
#18	17.8 (42)	64.0 (151)	11.0 (26)	5.9 (14)	0.4 (1)	0.8 (2)	309.547
Reconstruction							
#19	73.3 (173)	22.5 (53)	3.0 (7)	0	0.4 (1)	0.8 (2)	466.598
#20	8.9 (21)	57.6 (136)	21.6 (51)	5.5 (13)	5.5 (13)	0.8 (2)	233.436
#21	17.8 (42)	57.2 (135)	20.8 (49)	2.1 (5)	2.1 (5)	0	239.424
to WWI							
#22	19.1 (45)	64.4 (152)	11.4 (27)	3.4 (8)	1.7 (4)	0	313.534
#23	9.3 (22)	69.1 (163)	10.2 (24)	8.9 (21)	2.1 (5)	0.4 (1)	362.766
#24	3.0 (7)	57.6 (136)	24.6 (58)	11.4 (27)	3.0 (7)	0.4 (1)	247.702
#25	2.5 (6)	54.2 (128)	22.0 (52)	14.8 (35)	5.9 (14)	0.4 (1)	202.128
#26	8.5 (20)	58.5 (138)	26.7 (63)	3.0 (7)	2.1 (5)	1.3 (3)	271.013
#27	9.7 (23)	54.2 (128)	27.5 (65)	4.7 (11)	2.5 (6)	1.3 (3)	223.974

Objective	C	I	V	U	D	Missing Cases	Chi Squares
to WWII							
#28	4.6 (11)	60.6 (143)	24.6 (58)	7.2 (17)	1.3 (3)	1.7 (4)	290.241
#29	11.9 (28)	67.8 (160)	15.7 (37)	2.5 (6)	0.4 (1)	1.7 (4)	366.922
to Present							
#30	8.9 (21)	54.7 (129)	27.1 (64)	5.1 (12)	2.1 (5)	2.1 (5)	231.056
#31	25.4 (60)	56.4 (133)	14.8 (35)	0.4 (1)	2.1 (5)	0.8 (2)	247.624
#32	58.5 (138)	30.9 (73)	8.5 (20)	0.8 (2)	0.4 (1)	0.8 (2)	295.444
#33	7.2 (17)	54.2 (128)	19.9 (47)	12.7 (30)	5.1 (12)	0.8 (2)	191.769
Cultural							
#34	27.1 (64)	61.9 (146)	5.5 (13)	3.4 (8)	1.3 (4)	0.8 (2)	314.162
#35	17.8 (42)	63.1 (149)	7.6 (18)	6.8 (16)	3.9 (9)	0.8 (2)	292.197
#36	8.5 (20)	56.4 (133)	23.7 (56)	6.8 (16)	3.4 (8)	1.3 (3)	229.339
#37	12.7 (30)	63.6 (150)	20.3 (48)	1.3 (3)	1.3 (3)	0.8 (2)	315.615
#38	8.5 (20)	57.6 (136)	26.3 (62)	5.5 (13)	0.8 (2)	1.3 (3)	258.695
#39	7.6 (18)	47.0 (111)	30.9 (73)	9.7 (23)	2.5 (6)	2.1 (5)	170.277

N = 236

* Denotes percentage of total responses per item
** Denotes frequencies of total responses per item

$p < .000$ for each item

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